

NEW HORIZONS FOR PRIMARY SCHOOLS

FINAL REPORT

Submitted in response to:

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Submitted to:

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NEW HORIZONS FOR PRIMARY SCHOOLS

Final Report

Executive Summary

The second phase of the seven-year United States Agency for International Development (USAID) sponsored contract, the New Horizons for Primary Schools Project (NHP) that was managed by Institutional Contractor, Juárez and Associates, Inc. (J&A), was officially completed on May 31, 2005. It had the Strategic Objective (SO4): *Increased literacy and numeracy among targeted Jamaican youth.* The focus was on those children who, because of poverty and other disabling conditions, had little academic success in school. Increased academic success was to be accomplished by building on the effective model interventions first implemented in the previous phase across 72 schools that, when tested, could be used to improve the performance of low-achieving children throughout Jamaica. This report summarizes the objectives, activities and accomplishments over the period of the contract, June 2003 to May 2005. Furthermore, the second phase of the NHP sought to incorporate in its strategy the recommendations outlined in the Aguirre International Report: *Evaluation and Recommendations for Strengthening and Extending The New Horizons for Primary Schools Project in Jamaica* (July 2002). The recommendations presented in the Aguirre Report provided a solid foundation, along with the results of the annual formative evaluations for constant project improvement.

This document provides a description of all the key “deliverables” presented to the CTO under the contract as well as the final financial status of the project. Support documentation is provided in the appendices.

Introduction

This document describes the objectives, activities and accomplishments of the New Horizons for Primary Schools Project (NHP) through the completion of the second phase, which coincides with the termination of the June, 2003 to May, 2005 contract (# 532-C-00-03-00060-00) between the sponsoring agency, the United States Agency for International Development (USAID) and the Institutional Contractor, Juarez and Associate, Inc. (J&A), in service to the Ministry of Education, Youth and Culture (MOEYC). This report summarizes the objectives, activities and accomplishments over the period of the contract, June 2003 to May 2005. Furthermore, the second phase of the NHP sought to incorporate in its strategy the recommendations outlined in the Aguirre International Report: *Evaluation and Recommendations for Strengthening and Extending The New Horizons for Primary Schools Project in Jamaica* (July 2002). The recommendations presented in the Aguirre Report provided a solid foundation, along with the results of the annual formative evaluations for constant project improvement. Throughout the life of the project, the project has been implemented by the Institutional Contractor, Juarez & Associates Inc., Project Implementation Unit, in collaboration with the stakeholders, MOEYC's Professional Development Unit (PDU) and National Council on Education (NCE). [Refer to the Appendix Section for the NHP Brochure, which also lists partners and key staff.]

This final report for the second phase of NHP is tied closely to the USAID/Jamaica mission results framework and is consistent with guidelines in the contract as modified in the first year of the project. It is further noted, that since the contractor remains in country, additional documentation can be requested by the reader upon request since an extensive archive exists at the NHP Office within the Ministry of Education, Youth and Culture (MOEYC).

Objectives and Expected Results of the Project

NHP maintained the objective to enhance the performance of Jamaican primary school students in numeracy and literacy. The focus is on those children who, because of poverty and other disabling conditions, have had little academic success in school. Increased academic success is to be accomplished through the development of model interventions in 72 schools that, when tested, can be used to improve the performance of low-achieving children throughout Jamaica.

Background

The first year of the seven-year project was dedicated mainly to staffing, schools selection in concert with the central MOEYC, diagnostic and needs assessment, and detailed planning along with island-wide launches and orientation activities. It is emphasized that NHP in its initial phase was designed to improve student performance in grades 1-6 through employing a series of interrelated interventions that continue to work in a concerted way to change not only the learning experiences of children in the classroom, but the broader enabling environment of the school and community. J&A conducted its technical assistance efforts in phase I in collaboration with IDEAS Ltd., which served as the Subcontractor in the areas of Integrated Data Bases and Education Management Information Systems (EMIS).

NHP also continued to work in partnership with the Ministry of Education, Youth and Culture and other members of the Jamaican education community to bring about changes in schools and classrooms that resulted in individual students having greater academic success in primary

school. The strategic vision of NHP is to use a holistic, “bottoms-up” approach to equip local communities, school principals, and teachers to improve local school policies that impact improved school management, decision-making, and educational practices in favor of better quality learning for all children.

NHP supports the USAID/Jamaica strategic objective in education of *Increased literacy and numeracy among targeted Jamaican youth*. The NHP objectives of building capacity to both manage educational reform at the local level and to improve instructional practice and student learning in the classroom directly support several Intermediate Results. These are: IR 4.1 *Improved Quality of Teaching*; IR 4.2 *Increased School Attendance*; and IR 4.3 *Improved Management of Schools*. During the second phase of the project the SO was supported through the implementation of various interrelated interventions:

- Developing innovative mathematics and literacy programs;
- Providing in-service teacher training in reading and mathematics;
- Providing governance and leadership training for schools, communities and parents;
- Offering parent education and training;
- Elective facilitating of school breakfast programs and nutrition activities;
- Providing educational technology equipment;
- Training teachers in educational technology;
- Training resource teachers;
- Continued training and cascading of the Jamaican School Administration System (JSAS).

Expected Results

New Horizons furthers the Strategic Objective by striving toward an array of expected results. These results span the ten interventions and can be summarized as follows:

- Marked improvement in reading and numeracy performance among primary school students
- Innovative curricula and materials, which meet the needs of individual schools
- Classroom and resource teachers trained in the latest instructional approaches for reading and mathematics, educational technology
- Modernized school management
- Exposure of teachers, students, and communities to educational technology and information systems
- Breakfast and nutritional education programs instituted in a number of project schools
- Empowerment of school boards and parent/teacher organizations
- Greater professionalism of teachers
- Increased attendance and academic promotion
- Jamaican youth prepared for the technologically oriented marketplace
- Increased community and private sector involvement in support of schools

Core Principles

New Horizons for Primary Schools has been driven by a number of core principles and assumptions about accelerating the reform in schools. Key among these principles were, in short, (1) that each school as a unit for change must have a unique vision of reform within the circumstances that affect that school/community including its resources and perceived needs, (2)

that education must be inclusive in all respects related to the learner, teacher, parents and other major stakeholders whereby the positive attributes each interest group brings to the scene are recognized and utilized to the highest degree possible, and (3) that the process of change or improvement in the education “enterprise” must be democratic and collaborative in nature at all levels, resulting in genuine empowerment and a real sense of ownership in the process and stake in the results. NHP strives to improve opportunities for children by bringing learning to life through the use of content-specific instructional approaches and relevant materials. In essence, New Horizons advocates a holistic approach to school reform and in particular, improved, child-centred learning in the areas of numeracy and literacy.

Project Schools

The 72 project schools are located across Jamaica; in the inner-city, rural, deep-rural and in a variety of other settings from the urban to deep rural communities with the following distribution of schools by MOEY&C regions: Region I = 18, Region II = 14, Region III = 9, Region IV = 7, Region V = 8, and Region VI = 16. [See the Appendix Section for a Listing of NHP Schools by Region.] The 72 schools consist of approximately 30,000 school children in a given year, almost 800 classroom teachers (including the approximate 180 Numeracy, Literacy and Technology Resource Teachers trained and functioning under NHP), and over 500 school board members.

USAID’S SO4 Education Results Framework

As noted above, this report is built around the goals of USAID strategic objectives, particularly SO4: *to increase literacy and numeracy among targeted Jamaican youth.* [Refer to the Appendix Section for the Education Results Framework.] Since its initial implementation, NHP has addressed all but the fourth Intermediate Result (IR4), which is under another activity, the Uplifting Adolescents Project (UAP II), through which remedial education services of at-risk youth are being provided with agency support. The information which follows in this final report on the last two years of the contractor’s technical assistance under New Horizons is organized around the Mission’s Results Framework. It is perhaps appropriate to note here that during the first phase of the project, it was organized as a partnership in which the National Council on Education was the lead institution in implementing two of the ten original interventions that focused on governance and leadership training; the Professional Development Unit coordinated in-service training under similar interventions as well, and the Institutional Contractor led in the remaining seven and provided the overall leadership through its resident Chief of Part/Project Director. Furthermore, as inferred above under the core principles and basic assumptions section, it is noted that the interventions were integrated, reinforcing one another. Thus, although the first five years of the project centred around ten distinct interventions, the last two years focused on five key areas or components that incorporated one or several of the original interventions plus additional activities.

Second phase NHP Key Components

1. In-service Teacher Education
2. In-service Training for Resource Teachers
3. Educational Technology
4. Governance and Leadership Training

5. Health and Nutrition

Activities and Accomplishments within the Results Framework

Strategic Objective 4: *Increased literacy and numeracy among targeted Jamaican youth.*

Statement of Second phase NHP Activities

In the approximate two years of implementation of the Second phase NHP, project partners conducted activities in each of the areas listed above, to collectively contribute to the improvement of mathematics and literacy achievement among the targeted school children. This sub-section attempts to briefly highlight how collaborative efforts under the Second phase NHP directly contributed to the achievement of Strategic Objective 4. Specific accomplishments under each key component are then elaborated upon within the subsequent sections.

Overall, many NHP activities overlapped with respect to the key components of the project. Thus, the work of key partners such as the PIU, PDU, and NCE frequently resulted in collaborative efforts rather than activities being conducted in isolation. Furthermore, yearly formative evaluations that sought to assess the different components of the project, continually benefited not only the PIU, but also other key stakeholders. However this information directly led to an increase in technical assistance provided to the schools by the PIU Specialists, Technology Team and/or PIU Associates. Such activities included demonstration classes, school- and cluster-based workshops and guidance in the use of supplementary materials and educational technology. Learner-centred instructional strategies were intensified and complemented by the inclusion of professional development workshops in the areas of Cooperative Learning and Continuous Assessment.

The infusion of technology into the learning process through intense teacher trainings was also a key adjustment made during this Second phase. Advances were made in the revision of the NHP plans in the area of educational technology with the identification of and involvement in five “technology-intensive” schools and advances in the use of the Educational Technology Resource Center (ETRC) at the College of Agriculture, Science and Education (CASE) in Portland, Region II. Additional computers and equipment, such as AlphaSmart keyboards, were successfully delivered to project schools as well as increased training to integrate these tools into the learning environment. Thus, throughout the two years training activities focused on desensitizing teachers and other school staff to the use of technology with the goal of making technology equipment a tool for learning rather than a tool to be learned in and of itself.

Throughout the Second phase, the PIU also assisted partners from the Professional Development Unit (PDU) in developing and implementing training plans for new resource teachers and new principals on an annual basis. Topics for resource teacher training covered the revised curriculum, innovative teaching strategies, cooperative learning, continuous assessment, and others. Support was provided to the National Council on Education in contracting consultants to write manuals, developing and implementing training plans for both school/community leaders and parents, and conducting participant training activities.

The activities of the EMIS team under the guidance of the international MIS consultant provided the required equipment and technical assistance essential to continuously improve and deploy the Jamaica School Administrative Software (JSAS) system, resulting in the recent release of Version 6.0. Recognized as a best practice for school administration by the MOEYC, this

system continues to be cascaded to almost 200 additional non-NHP schools in collaboration with the IDB-funded Primary Education Support Programme (PESP).

Summary of Accomplishments

As noted earlier in this report, the activities are interwoven across the various project components, some more closely than others. An attempt is made below to summarize the “accomplishments” and some of the corresponding activities identified herein with reference to the Intermediate Results (IRs) of the USAID/Jamaica Mission Results Framework under each of the NHP interventions. Recognizing, as emphasized above, a concise statement for each follows with the most appropriate IR noted in parenthesis.

▪ **In-Service Teacher Education (IR4.1 *Improved Quality of Teaching*)**

Accomplishments: The primary objective of the in-service teacher education intervention was to improve teachers’ skills at providing all children with sufficient opportunity for positive interaction with the primary school curriculum so that they may achieve mastery of the subject matter, especially in the basic areas of mathematics and language arts. A related objective was to improve teachers’ use of books, technology equipment and other ancillary learning materials in order to provide students with a broad array of content specific resources for learning.

Teacher training was broadened to include the assistance of over 20 experienced teachers (retired teachers, principals, or education officers) as PIU Associates, who served as mentors to teachers and advisors to schools and teachers, complementing the work of NHP numeracy and literacy specialists by enabling the PIU to intensify technical support at the school. The Associates worked under the auspices of the Professional Development Unit (PDU) of the MOEYC and were given special training related to the newly revised curriculum, technology, and classroom practices based upon constructivist principles. They were able to expand services to in-service teachers through clinical observations, demonstration lessons, and partnerships with resource teachers in local schools and by participating in workshops for teachers given at “cluster schools” where teachers from a given geographical area came together for help with a specific skill, concept, or method. All 72 schools received the assistance of the Associates and benefited greatly.

Professional Development Centers (PDCs) were established at 20 primary schools (See the Appendix Section for a complete list of NHP PDC schools). Formation of PDC’s was carried out in collaboration with MOEYC, drawing upon a development portfolio designed by the Primary Education Support Program (PESP). The PDCs are essentially school hubs with additional key references and other resource materials designed for the purpose of encouraging principals and teachers from surrounding schools to meet and share new practices and solutions to particular problems. Sessions were led by Associates, NHP specialists, resource teachers, and teachers who served as facilitators with special competencies. A focus upon mathematics and language arts was common because each school in the program had both trained Mathematics and Language Arts Resource Teachers for assisting the teaching staff. Also, five of these centers were designated as Technology Intensive Schools (TIS) receiving additional technology equipment resources and to serve as model schools for the roll out of educational technology interventions.

- **In-Service Training for Resource Teachers (IR4.1 *Improved Quality of Teaching*)**

Accomplishments: The primary objective of the in-service training for resource teachers (RT) was to strengthen RTs' abilities to help regular classroom teachers build their mastery of subject matter content, as well as employ innovative pedagogies developed in conjunction with technology intensive schools and the PDCs previously mentioned. These objectives were pursued through the exposure of RTs to new techniques through a series of workshops and other training events that focused on enabling teachers to further their own content learning.

Each NHP school had at least one trained Mathematics Resource Teacher (MRT) and a trained Language Arts Resource Teacher (LART), and within the last two years, many schools also had a trained Technology Resource Teacher (TRT). More than 185 resource teachers combined in Mathematics, Language Arts and Educational Technology have been prepared and continue to provide service in their own schools and as facilitators at workshops and PDCs. In addition to assisting their colleagues in instructional planning, they have helped to develop, monitor, and revise School Improvement Plans (SIP), elaborated upon in the following sections. Furthermore, regional officers and principals in cluster sites have drawn upon resource teachers to facilitate training in other schools, utilizing the cascading model.

Noteworthy is the preparation of a select cadre of resource teachers recognized as "trainers of teachers", who have assisted in workshops for the training of resource teachers. These workshops went beyond a focus on content and pedagogy to include ways to carry out their new responsibilities and gain the cooperation and support of other teachers and key stakeholders at their respective schools.

- **Educational Technology (IR4.1 *Improved Quality of Teaching*)**

Accomplishments: The educational technology component had three interrelated objectives. The first was to create technology-friendly environments in the NHP classrooms so that such environments could allow students to interact with technology as a tool for mastering mathematics and language arts subject matter. Secondly, in concert with other NHP components described in this report, it would help to build the capacity of local schools and communities to use technology to make decisions about school improvement. Lastly, the component would test educational technology innovations relevant to Jamaican schools and create tools by which successful, cost-effective innovations could be expanded to other Jamaican primary schools.

During this phase of the project, NHP focused on educational technology and its breadth of applications. Project schools were able to choose particular technologies they wanted to use in implementing the Revised Primary Curriculum - tools that students could use to collect and analyze data, gather information from the Internet, and to prepare reports from their investigations and present before real audiences.

Peace Corps Volunteers (PCVs) and other members of the NHP technology team became more than technology specialists, through rigorous trainings they immersed themselves in the curriculum to make optimal use of the introduced boom-boxes, AlphaSmart Keyboards,

digital cameras, and the like. These tools were used to leverage instruction in the interests of student problem solving, understanding, and application of the powerful concepts in the revised curriculum.

Capacity-building workshops for principals, technology resource teachers and teacher candidates for TRTs incorporated the preparation of School Technology Action Plans. The workshops were followed by bi-monthly training and site-based visits conducted by the NHP Technology Team and other PIU staff.

Personnel at the five technology-intensive schools in turn trained teachers in their clusters, as well as piloted newer technological innovations and materials, such as a Jamaica-Los Angeles primary school collaboration through e-mail on a common project. Furthermore, a distance education course was introduced in which Jamaican teachers participated in a study led by a University of California professor to teach students how to repair and maintain computers and salvage cartridges from printers in the interests of sustainability.

This phase of the NHP also contributed to the establishment of an Educational Technology Resource Centre (ETRC) on the campus of the College of Agriculture, Science, and Education (CASE). To date, this centre has been successful in using computer-assisted instruction to help young children overcome failure in reading but the centre lacks Internet access for extending its work such as a possible partnership with MOEYC in professional development, participation with the Centre for Excellence in Teacher Training (CETT), or starting a community learning centre where all can gain internet access for knowledge and economical benefit.

The MOEYC website <http://www.moec.gov.jm/> has also made it possible for teachers and other educators to share their lesson plans, projects, and other resource materials. Teacher cohorts and “buddy systems” are increasing through the use of e-mail and other technologies. Indeed NHP implemented a “first of its kind” distance-learning collaboration in Jamaica - an online professional development workshop for primary school teachers. This Online training has provided flexible learning schedules and has allowed teachers to share their successes and failures.

Another NHP innovation that gained momentum during the NHP phase II was the use of free or open-source software (F/OSS) introduced at numerous teacher trainings. F/OSS are alternative software applications and tools that are free for anyone to use and customize for their purposes because software code is “open” for programmers to see and change. The most notable being Linux: an open source operating system that is now an established alternative to close proprietary computer operating systems from the corporate server to the lay user desktop computer level. Thus, F/OSS continued to be explored not only as a solution to make productivity software easily and cheaply available to schools, but also for its ability to be customized for the needs of an individual or group. OSS kits were also distributed to schools by the NHP Technology Team, which included CDs with a variety of free and open-source software customized for the Jamaican classroom, along with reference materials to educate teachers on F/OSS and provide examples and ideas on their application in the classroom. Samples of these training modules and materials are provided in the Appendix section of this report.

- **Governance and Leadership Training** (IR 4.3 *Improved Management of Project Schools*)

Accomplishments: The governance and leadership component had the objective of building on the existing capacity of local schools and communities to plan and carry out actions to improve school management. Since more effective and efficient local control could contribute to the creation of opportunities for all students to learn, this would help increase skills and knowledge in numeracy and literacy.

In partnership with the National Council on Education (NCE), the project created a culture of management by objectives in project schools. School Improvement Plans have been the cornerstone of the reform activities of NHP. School Improvement Plans (SIP) were established to incorporate a holistic approach to the effort to maximise improved achievement levels of numeracy and literacy of students. Accordingly, schools have identified their gaps in achievement, proposed institutional and instructional strategies for improvement and monitored their implementation efforts and results. School Development Teams - teachers, principals, parents and other stakeholders actively participated in formulating the plans and assessing their effectiveness.

During the NHP phase II, a School Improvement Plan specialist assisted thirty-six (36) of the Project schools across the Island to ensure that their plans provided for defensible goals, a mission statement, a situational analysis, and strategies and resources that incorporated strategies for improving the achievement levels of literacy and numeracy on NHP students. Three-day workshops on planning were held for all principals with a focus on numeracy and literacy together with integration of technology. NHP gave assistance to 36 schools in improving their Action Plans and their implementation strategies.

NCE trained 360 parents as parent training coordinators in 72 NHP schools in 12 cluster workshops and delivered a program in cluster workshops for helping parents to better understand and help their children. They have also developed a handbook to guide the operation of the Parent Teachers Associations and have conducting training sessions with more than 300 school board members in each of the six regions and 75% of those trained were qualified for appointment as school board members. Workshops in instructional leadership for principals were also conducted on at least a yearly-basis by NHP staff.

Additionally, the NCE embarked on its piloting of Participatory Action Research in two secondary schools. The intent of this research was to develop private sector support to improve literacy and numeracy of at-risk youth in grades 7-9. Studies in two high schools engaged school and community participants in assessing their situation, analyzing the data collected and acting upon their findings. More data is needed and greater attention should be given to both school structural (institutional) changes and instructional (classroom) changes. Piloting of proposed changes and monitoring by all in the school have yet to be undertaken.

With respect to the Jamaican Schools Administrative System (JSAS), development continued throughout the second phase. The JSAS system was extensively revised and greatly improved in terms of the end-user interface, enhancing both ease-of-use and data integrity which resulted in the 6.0 version of the software. Each participating NHP school received intensive training in the use of the revised JSAS as well as copies of the software and printed manuals. The NHP in collaboration with the MOEYC, has cascaded the JSAS software to

almost 200 non-NHP schools. It must be noted however, that with the revision of JSAS, these schools will need to be revisited and upgraded training conducted.

A study tour was conducted during the second phase, in which a contingent of 24 representatives attended the annual Association for Supervision and Curriculum Development (ASCD) in Orlando, Florida. The contingent comprised fifteen (15) principals and three (3) technology resource teachers from NHP Professional Development Centres (PDC's), five members of the NHP Educational Technology Unit, including the new Educational Technology Specialist, and the Chief of Party / Project Director. Additionally, the Executive Director of the National Council on Education also attended. The study tour was two-fold and included: personalized training in the use of the AlphaSmart Dana which was arranged and conducted by the AlphaSmart Company, and the attendance at the 4-day ASCD Conference and Exposition, the largest education conference in the world.

- **Health and Nutrition (IR 4.2 *Improved School Attendance*)**

Accomplishment: The expectation of the health and nutrition activities was to further institutionalize the breakfast and supportive programs by testing successful community involvement strategies based on evidence of implementation in the previous phases of NHP.

Key features of the health and nutrition component during the second phase included: (a) expansion of the program to additional schools; (b) indicators of results; (c) efficiency in record keeping and monitoring of funds; and (d) sustaining the intervention through community mobilization and training in income generation.

During the Second phase, the breakfast program was extended to 18 schools. In each school a committee of teachers, parents, and coordinators guided the program. In five schools, companies are helping to fund the program. Income generation increased through such means as growing local gardens, poultry rearing and obtaining grants and donations to sustain other enterprises.

Teachers were given training on how to integrate health and nutrition into curriculum activities. The local PTA was prepared to monitor the program. A NHP procedural manual provides master menus, implementation guidelines, and forms for record keeping and reporting. More than 300 persons have been trained in capacity building and community involvement. Partnerships have been formed with businesses, past students, and parents/community.

The Health and Breakfast Program has many benefits. More than 2000 students in the program in the 18 schools have increased their academic performance by more than 100%, and their attendance has increased by 25% to 45%. Cases of underweight children have decreased by nearly 5 percent.

PRODUCTS

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Menu of Innovative Strategies for Literacy Instruction, New Horizons Project. 2004.
Sonia Senior-Martin and Dr. Samuel S. Myers.

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Mark Ballinger, NHP Technology Team.

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THE PROJECT

The **New Horizons for Primary Schools (NHP)** is a seven-year, joint initiative of the US Agency for International Development (USAID) and the Government of Jamaica (GOJ). The Project is assisting the Jamaican Ministry of Education, Youth and Culture (MOEY&C) in increasing levels of literacy and numeracy of students in 72 selected primary schools throughout Jamaica.

Juárez and Associates has been contracted by USAID on behalf of the MOEY&C to provide assistance in project implementation using on-site professional/technical staff, international consultants, and Jamaican education experts. Our goal is to strengthen the ability of schools and parents to improve student performance in reading and mathematics, so that future generations of Jamaicans will succeed in the 21st century.

The **NHP** employs a holistic approach that includes ten interrelated interventions designed to work in concert to serve the needs of Jamaican children. These interventions are:

- Developing innovative mathematics and literacy programs
- Providing in-service teacher training in reading and mathematics
- Providing governance and leadership training for schools, communities and parents
- Offering parent education and training
- Facilitating selective nutritional programs
- Providing reading and mathematics materials

- Establishing computer use in schools and training teachers in educational technology
- Training resource teachers
- Integrating databases using MIS
- Improved school management through EMIS

The cornerstone of this holistic approach provides for the empowerment of schools and communities through participation at the local level.

The **NHP** strives to improve opportunities for children by bringing learning to life through the use of context-specific instructional approaches and materials as well as through the knowledge and skills of teachers, consultants and local decision-makers.

Site-based management is designed to transfer decision-making power to local schools and communities where the appropriate persons - *those most directly involved with the education of children* – are participating constructively in the major decisions that affect Jamaican schools.

Access to *effective* educational systems and the resulting democratization and participation can be reached only if assisted development is coupled with recognition and respect for local knowledge and traditions.

OUTCOMES

- Marked improvement in reading and numeracy performance among primary school students
- Utilization of innovative curriculum and instructional materials
- Classroom and resource teachers

trained in the latest instructional approaches for reading and mathematics

- Modernized school management with technological supports systems
- Exposure of teachers, students and communities to computer and communication technologies
- Increased health of Jamaican primary students
- Empowerment of school boards and parent/teacher organizations
- Greater professionalism of teachers
- Increased academic promotion
- Increased community and private sector involvement in support of schools
- Contribution to national development

PARTNERSHIPS

The **NHP** involves not only partnership among USAID, the Ministry of Education, Youth and Culture (MOEY&C), National Council on Education (NCE), Juárez & Associates (J&A), but also close collaboration among the donor lender community, Non-Governmental Organizations and other private and Public sector entities. Close consideration will be given to related activities of other national and international organizations, building on achievements in the education sector.

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SCHOOLS PROJECT

For

*Improved Student
Performance in Reading
and Mathematics*



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Mr. Harry S. Chambers Principal CHETOLAH PARK PRIMARY 6 William Street Hannah Town Kingston	922-3628	939-2575(H) 861-4816 ©	
Mr. Everton W. Jones (Augusta McLean – Acting Principal) DENHAM TWN PRIMARY 105 North Street Kingston 14.	967-0625	988-1952 909-2243 ©	
Mr. Ray A. Howell Principal DREWS AVE PRIMARY 2 Drews Avenue Kingston 20.	934-5316 925-3304 934-5526	933-7705	Principal/ © 361-1297
Mr. Michael O. Brown Principal ELLESTON PRIMARY 1 Bryden Street Kingston C.S.O.	930-3834 930-3836/7 930-3834	930-3833 (Fax)	386-1203
Mrs. Sharon Smith-Whyte Principal/ New GREENWICH ALL AGE 82B Spanish Town Road Kingston 13	923-6854	934-9507 928-8825 (H)	Vice Principal Ms. Ivy Jarrett 758-1531 ©
Ms. Jennifer Reynolds Acting Principal JOHN MILLS ALL AGE 26A Retirement Crescent Kingston 5	926-6545	984-2361 765-8535	Vice Principal Mrs. V. Bell; Daslyn Gooden

Mr. Owen Wynter Principal KING WESTON ALL AGE King Weston P. A. St. Andrew	942-8619	942-6146	
Mr. Noel Watt Principal MAXFIELD PARK PRIMARY 51 Langard Avenue Kingston 13	968-4922 754-4299	740-9066	
Mr. Desmond Asphalt (Acting Principal MOUNT JAMES ALL AGE P.O. Box 7 Mount James, St. Andrew	(asphalt- desmond@hotmail.co m) 840-4976 © 377-3001 Sch	Miss Paulette Edwards 969-1688 Cel. 820-5350	Principal's (mother #) 942-5149
Mr. Lloyd Bennett Principal (new) NORMAN GDNS ALL AGE 25 Norman Avenue Kingston 2	928-4609 Fax 938-4483	938-4483	
Mrs. Zelda McFarlane Principal PROSPECT PRIMARY Danvers Pen P.A. St. Thomas	706-5455	388-2618 370- 3494	(Principal) 429-0705 (H)
Miss Carmen Sargent Principal ST. ANNE'S PRIMARY 71A Bond Street Kingston C.S.O.	N/A	Principal's 998-7676 (H) 792-6945 (Cel)	
Mr. Easton Seaton (new) Principal ST. MICHAEL'S PRIMARY 6A Tower Street Kingston	N/A	(Principal's) 379-4509 (Cel)	
Ms. Margaret Brissett-Bolt Principal ST. PETER CLAVER PRIMARY 33B Waltham Park Road Kingston 13	923-4794 FAX: 923-7593	931-4984 (H)	382-5233 (Cell) 901- 8451

REGION 2	SCHOOL PHONE	HOME PHONE	OTHER CONTACT
Mrs. Cynthia Moore Acting Principal BLACK HILL ALL AGE SCH Black Hill P. A. Portland	913-0021	996-8261	
Mr. Goffery Flemmings Principal MT. PLEASANT ALL AGE St. Margaret's Bay P. O. Portland	913-3345	993-2830 (H)	

Ms. Beulah Smith Principal ST. MARGARET'S BAY ALL AGE SCHOOL St. Margaret's Bay P.O. Portland	913-3155	913-3705 (H)	
Ms. Rose Norman (Acting) Principal DEVON PEN ALL AGE SCH Devon Pen P.A. St. Mary		992-4291	(Principal) 996-2299 (H)
Mr. Vernett Roulston Principal JOB'S HILL ALL AGE Leinster P.A. St. Mary		724-3148 (H)	992-2350
Mrs. Hazel Hines Principal ROCK RIVER ALL AGE SCHOOL Rock River District Bunka Tree P.A., St. Mary		Principal's 992-0139 (h)	
Mrs. Lileen M. Ford Acting Principal WINCHESTER PRIMARY SCH Box 5 Golden Grove P. O. St. Thomas	841-6869 734-5114	706-0437	(Acting Principal - Mrs. Ford) 734-5114 (H)
Ms. Delores Robertson Principal MANCHIONEAL ALL AGE SCHOOL Manchioneal P.O. Portland	993-6131		
Mr. Colquhoun Harvey Principal WINDSOR CASTLE ALL AGE Windsor Castle P.O. Portland	996-8328	996-8095	996-8092
Mrs. Verona Valentine) Principal (new) WINDSOR FOREST PRIMARY Long Bay P.O. Portland	913-1435		Acting Principal Mrs. Benjamin 913-1425
Miss Carvel J. Ashbourne Principal EPSOM ALL AGE Epsom District & P.A. St. Mary	Contact No. 398-0116		996-7023
Mrs. Shirley E. Walters Principal LONG ROAD ALL AGE SCH Long Road District & P.O. St. Mary		996-8042	
Mrs. Dossette Creighton Principal HILLSIDE PRIMARY SCHOOL Hillside District, Seaforth P.O. St. Thomas		420-8085 (Cel)	703-1471 (H)
Mr. John L. Whitfield			

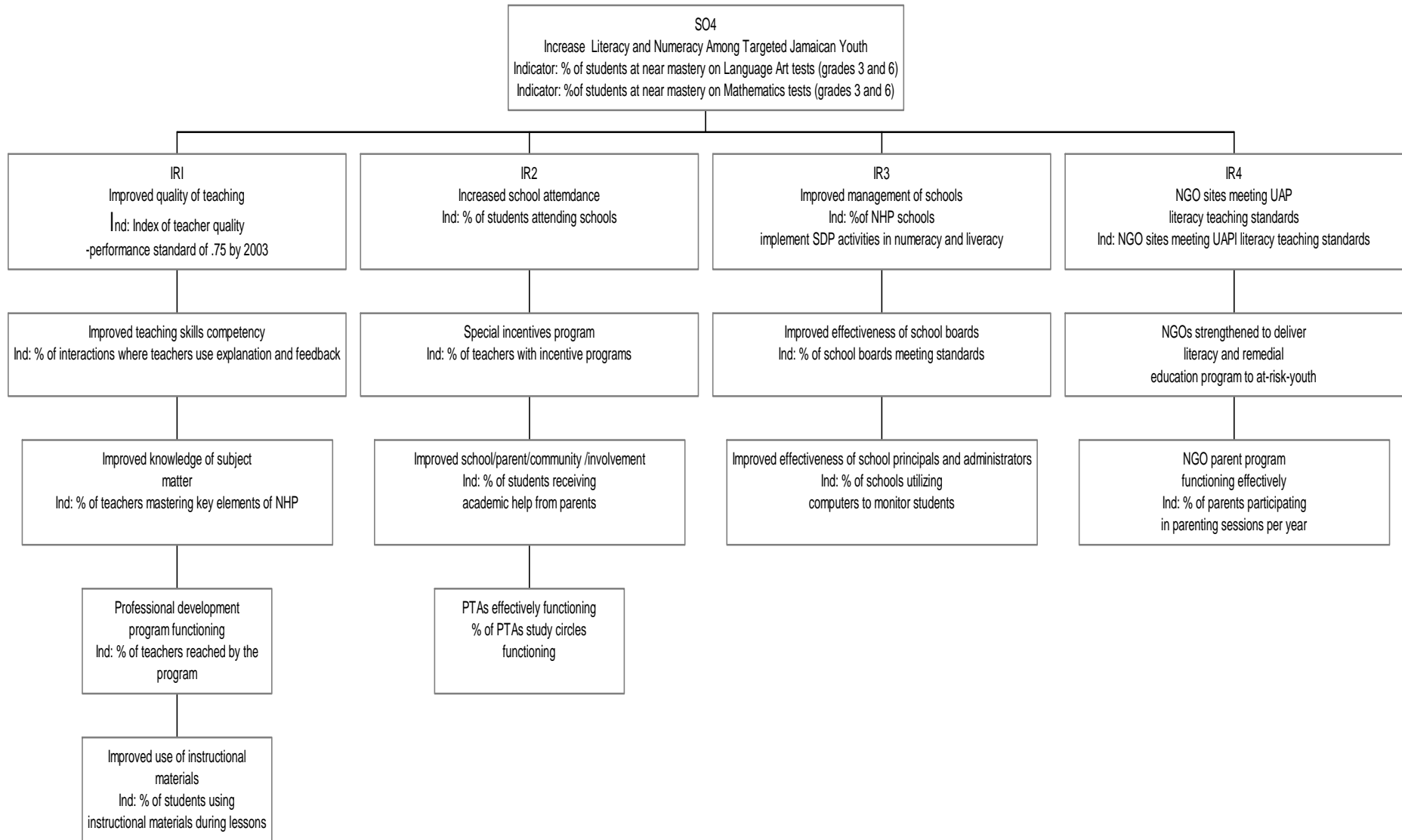
Principal MOUNT REGALE PRIMARY Mount Regale P. A. St. Mary		992-0625	
REGION 3	SCHOOL PHONE	HOME PHONE	OTHER Contact
Ms. Sybil Johnson (Acting Principal) BROWN'S TOWN PRIMARY Browns Town P.O. St. Ann	975-9532-3	919-7194 (Cell) Home	975-9532 975-9533
Mr. Leon Spence Principal DANIEL TOWN ALL AGE Daniel Town P. A., Trelawny		385-3529 ©	378-7505
Mrs. Mavis V. Lewis Principal FORT GEORGE PRIMARY Concord P. A., St. Ann		366-3510 (Cellular) (Principal)	966-8382 966-8001
Ms. Dorothy G. Robinson Principal JACK'S RIVER PRIMARY Free Hill P.O., St. Mary	726-1802	726-0981	
Mrs. Brown (New) Acting Vice Principal LOWE RIVER PRIMARY & JUNIOR HIGH SCH Lorrimers P. O., Trelawny		964-9506 (H)	
Mr. Fergus L. Mitchell Principal LOWER BUXTON ALL AGE Orange Hill P.A. St. Ann		975-2772 (H)	
Mr. Milton Blackwood RIO BUENO ALL AGE Rio Bueno P.O. Trelawny	954-0056-7	954-9174	423-6216 (Cel)
Ms. Sonia Crooks Principal SPRING GARDENS PRI. & INFANT Rock Spring P.A. Trelawny	610-1612	998- 7561 (Wk.ends) 776-5339	
Mr. Cedric A. Brown Principal TRINITY PRIMARY Sandside P.O., St. Mary	994-9253	839-5310 (Cel) 994-9791	
REGION 4	SCHOOL PHONE	HOME PHONE	OTHER Contact
Mr. Gerald Lawrence Principal (new) ANCHOVY PRIMARY Anchovy P.A. St. James	956-4180	912-2818	Contact/ Mrs. Lindo 952-1304
Mr. Vivian Douglas Acting Principal (new) BICKERSTETH PRIMARY Montpelier P.O., St. James	605-0932	605-0475 605-0472	783-6940 605-0932

Mrs. Beverly Cain-Graham Principal CARMEL ALL AGE SCHOOL Carmel P.O. Westmoreland	378-1581 contact #		Ms. O. Williams 955-0385 Mrs. Kirk-Patrick 955-0038
Mr. Nelson Kameka Principal CHESTER CASTLE ALL AGE Chester Castle P. O. Box 3, Hanover	694-1118	361-1267	
Ms. Sharette B. Beckford Principal CORNWALL MOUNTAIN ALL AGE Cornwall Mountain P.O. Westmoreland		836-9324 ? (Principal)	361-2467 – Patricia Shaw
Mrs. Dorretta Guthrie Principal MOUNT AIRY ALL AGE Mount Airy P.O. Westmoreland		383-0234 (Principal's) 375-6407	815-6130 383-0234
Mrs. Beverley Wedderburn Principal NEGRIL ALL AGE SCHOOL NegriL P. O. Westmoreland	957-9805	957-4567 (H)	957-9805 (W)
REGION 5	SCHOOL PHONE	HOME PHONE	Other Contact
Mrs. Joyce Troupe Acting Principal FERGUSON ALL AGE French Park Spur Tree P. O. Manchester	964-6042 (S) 964-6952 (H)	964-6958	
Ms. Bernice Richards Principal FYFFES PEN PRIMARY Fyffes Pen P. O. St. Elizabeth		634-1697	700-2262
Ms. Rema James MARIE COLE MEMORIAL Santa Cruz P. O. St. Elizabeth	966-2708	966-2868 999-2981	999-2981
Mrs. Doreen Spence Principal MIZPAH ALL AGE Walderston P. O. Manchester	603-1523	965-7205	
Ms. Bernice McFarlane Principal NEWTON PRIMARY 121 Beadle Blvd. Santa Cruz St Elizabeth	966-2019		
Mrs. Vernice Linton Acting Principal			

PORUS PRIMARY Porus P. O. Manchester	904-1214	904-1564	
Ms. Merleta Copeland Principal RAMBLE ALL AGE Porus P. O. Manchester	904-1199		
Mr. Wilbert Wallace Principal SCHOOLFIELD ALL AGE Schoolfield P. A. St. Elizabeth			818-1747
REGION 6	SCHOOL PHONE	HOME PHONE	OTHER Contact
Mrs. Iris Lewis Acting Principal CRESCENT PRIMARY & JUNIOR HIGH SCHOOL Spanish Town P. O. St. Catherine	984-4105	749-0858 (H) 907-4239	984-4105
Ms. Cloris Geddes GREEN PARK PRIMARY & JUNIOR HIGH SCHOOL Sandy Bay, May Pen P. O. Clarendon	986-8783 986-8045	939-8757	986-8783 986-8045
Mrs. Corlet McKenzie Principal HAZARD PRIMARY SCHOOL Trenton Road May Pen P. O. Clarendon	902-0115	986-2384 (H)	
Mrs. F.M. Brackett Principal HORIZON PARK PRIMARY & JUNIOR HIGH 5 Savoy Avenue Spanish Town P. O. St. Catherine	981-8114	983-2593 (H)	981-8114
Mrs. Beverley I. Johnson Principal JERICHO PRIMARY Linstead P. O. St. Catherine	903-1725	903-8551 (H)	
Mr. Theobald Fearon Principal KELLITS PRIMARY Kellits P. O. Clarendon	966-8342	966-8410 9667067	
Miss Esmie Hemans (Acting) Principal LINSTEAD PRIMARY & JUNIOR HIGH 12 East Avenue Linstead P. O. St. Catherine	985-2694	985-2734	
Mr. Raymond W. Stewart Principal MOUNT CARMEL ALL AGE		904-4333	914-0511 (Cel)

Colonels Ridge P. O. Clarendon			
Mrs. Beverly Jobson-Grant Principal POLLY GROUND PRIMARY Ewarton P. O. St. Catherine	705-6841	705-6919	
Mrs. Olive Victoria Walker Principal REDWOOD ALL AGE Redwood P. O. St. Catherine		985-7332 (H)	
Mr. Joslin O. Gibbs Principal SPRING GARDENS ALL AGE Bushy Park P. O. St. Catherine	983-8144	943-0112 (H)	
Mr. Lennox Davis (new) Principal SPRINGVALE PRIMARY Springvale P. A. St. Catherine	N/A	985-8535 (H)	371-6809 (Cell)
Mrs. Evelyn Manning Principal TOLL GATE ALL AGE Toll Gate P. O. Clarendon	987-1513	904-1460 (H)	
Ms. Lizette Morrison TULLOCH PARIMARY Bog Walk P.O. St. Catherine	985-8254	985-7046	
Ms. Clantis Pinnock VICTORIA ALL AGE Linstead P. O. St. Catherine	985-7027	985-2986	
Mrs. Fairclough Principal (new) White Marl Primary & Junior High P. O. Box 661 Spanish Town St. Catherine	984-2926	925-1596 (H)	Ms. M. Campbell Vice Principal

SO4 EDUCATION RESULTS FRAMEWORK



Juarez Associates, Inc.
Contract No.: 532-C-00-03-00060-00, New Horizons Project

CTD Accruals and Estimates through August 2005:

Description (Cost Element)	Contract Amount 6/05	Expenditures Prior Period 6/03-3/05	Actual April cost Recorded in 5/05	Estimates May cost * Recorded in 6/05	Estimates June cost Recorded in 7/05	Estimates July cost Recorded in 8/05	Estimates August cost Recorded in 9/05	Final Billing	Committed Expenditures To-Date	Remaining Budget
1 Juarez's Labor Costs	\$ 1,769,318.48	\$ 1,511,428.25	\$ 61,295.59	\$ 72,364.14	\$ 74,635.42	\$ 42,359.28	\$ 7,235.80		\$ 1,769,318.48	\$ -
2 Consultant Labor Costs	292,729.30	162,586.27	22,314.62	34,769.56	43,374.54	29,684.31			292,729.30	-
3 Project Purchased Equip & Material	414,534.70	368,677.17		40,000.00	5,857.53				414,534.70	-
4 Exp. Project Purch. Equip & Mat.	132,174.40	67,180.73	1,484.21	3,745.89	59,763.57				132,174.40	-
5 Allowance	99,633.11	75,633.11				24,000.00			99,633.11	-
6 Travel & Per Diem	132,795.37	102,825.90	10,428.03	10,952.06	4,482.19	3,857.19		250.00	132,795.37	-
7 Other Direct Costs	345,076.87	211,316.32	31,866.39	93,263.70	4,096.93	3,433.53	500.00	600.00	345,076.87	-
8 Award Fee	213,725.33	142,725.33	-	-	-	-	-	71,000.00	213,725.33	-
Total	\$ 3,399,987.56	\$ 2,642,373.08	\$ 127,388.84	\$ 255,095.35	\$ 192,210.18	\$ 103,334.31	\$ 7,735.80	\$ 71,850.00	\$ 3,399,987.56	\$ -
CTD Expenditures:			2,769,762	3,024,857	3,217,067	3,320,402	3,328,138	3,399,988		

Cumulative invoiced \$ 2,642,373
of invoices 19
Average invoiced \$ 139,072.27

Obligations to Contract:

Description (Cost Element)	Contract Amount 6/05	Obligations To Date 6/05	Committed Expenditures To Date 6/05	Remaining Obligations To Date 6/05
1 Juarez's Labor Costs	\$ 1,769,318.48	\$ 1,769,318.48	\$ 1,719,723.40	\$ 49,595.08
2 Consultant Labor Costs	292,729.30	292,729.30	252,201.36	40,527.95
3 Project Purchased Equip & Material	414,534.70	414,534.70	408,677.17	5,857.53
4 Exp. Project Purch. Equip & Mat.	132,174.40	132,174.40	117,233.51	14,940.89
5 Allowance	99,633.11	99,633.11	99,633.11	-
6 Travel & Per Diem	132,795.37	132,795.37	124,205.99	8,589.38
7 Other Direct Costs	345,076.87	345,076.87	339,519.11	5,557.76
8 Award Fee	213,725.33	213,725.33	142,725.33	71,000.00
Total	\$ 3,399,987.56	\$ 3,399,987.56	\$ 3,203,918.97	\$ 196,068.59